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MI Chapter 3

In this chapter one of my main takeaways was what misbehavior might tell an educator about their students. In the chapter Armstrong talks about how a student is sending their teacher a message with the way they misbehave and what it's essentially saying is that they are going to learn in certain way and that you should accommodate that because if you don't they are going to try to do it anyway. A student who is moving around in class might be a kinesthetic learner while someone who is talking out of turn might be an interpersonal learner. While I don't necessarily believe that this rationale is an excuse for misbehavior in the classroom, it can serve to be an important tool for educators to A: figure out what may be a barrier for a student or students in your classroom and B: address those barriers in a way that hopefully engages more students. I feel it is only logical that students when faced with a lesson that is uninspiring to them would revert to their area of strength or interest. As someone who's number one score on the MI test was musical intelligence I often find myself tapping on a desk or tapping my feet simulating some kind of drumbeat nearly instantly when my attention is lost. I don't necessarily believe this method to be ironclad I think it can definitely be used as a tool for educators to learn something about their students. Much like Piaget's interest in wrong answers for the rationale behind them, "wrong behavior" is also a gives us great insight into what we as educators can do to assist a student.